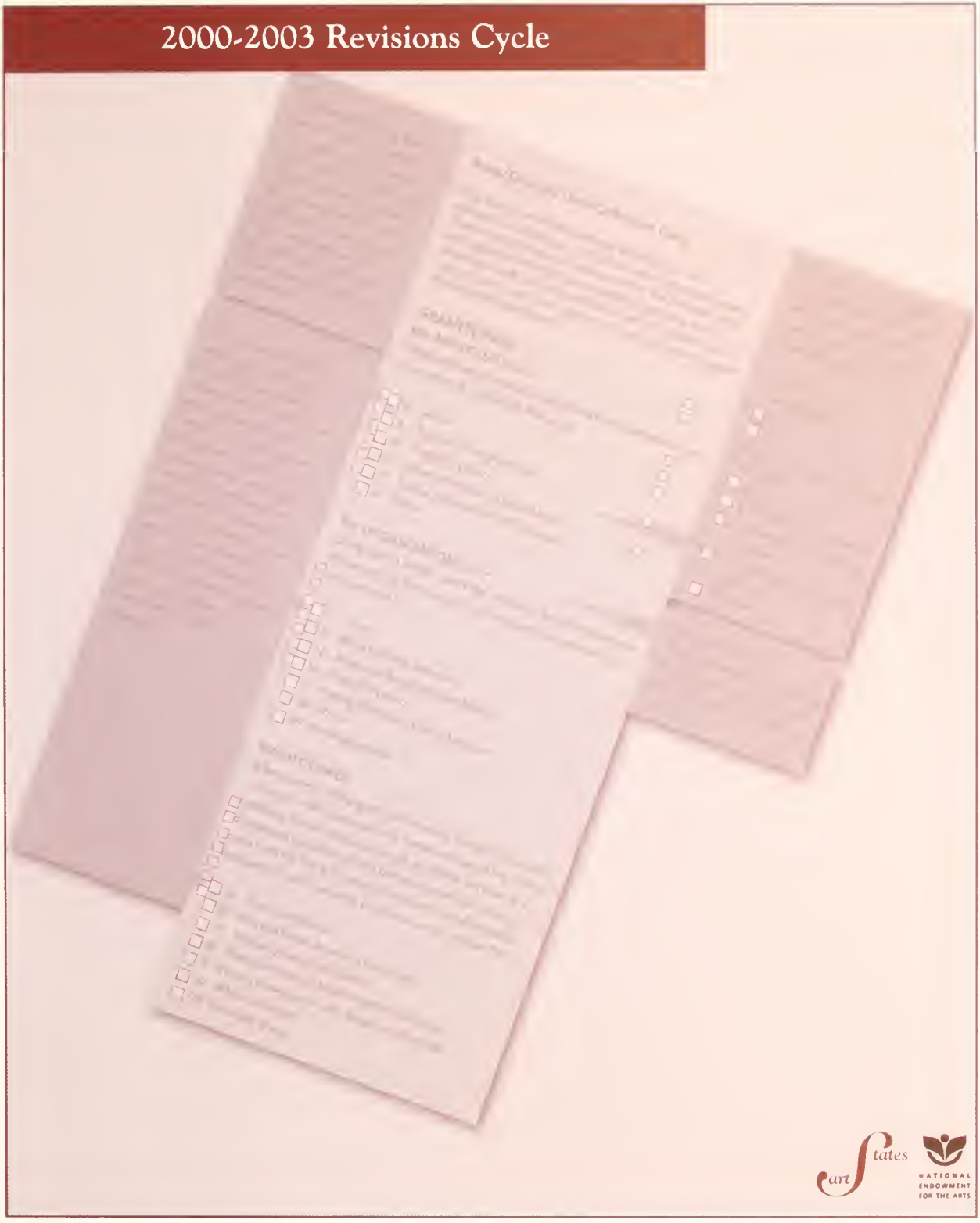
National Standard Revisions
Technical Implementation Manual

2000-2003 Revisions Cycle



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Developed by state arts agencies, the National Assembly of State Arts Agencies (NASAA) and the National Endowment for the Arts (NEA) in the late 1970s, the National Standard for Arts Information Exchange is a tool used by public arts agencies to organize and report information about their constituents and grant-making activities. The National Standard is a taxonomy that includes codes, terms, definitions, and guidelines for reporting information about arts activities. Designed to provide easy access to data that is consistent from state to state, the National Standard can be used to document, plan, evaluate and disseminate information about the arts nationwide. This system forms the backbone of grants management database programs, mailing list databases, application forms and the required Final Descriptive Reports of fiscal activity that all state arts agencies and regional arts organizations supply annually to the NEA and NASAA.

REVISING THE STANDARD

In order to maintain the Standard as a useful information collection tool, periodic revisions are conducted to make sure that the system keeps pace with programmatic trends and the information needs of its users. The NASAA Board of Directors and the NEA have adopted a set of procedures governing the ongoing maintenance and amendment of the Standard:

- NASAA routinely solicits feedback on the usability and effectiveness of the Standard.
- If feedback indicates a widespread need for change to the Standard, a formal revision cycle is initiated at four-year intervals. This revisions process involves a thorough assessment of the ways in which the Standard does and/or does not meet state, regional and federal needs.
- Representatives of the states, regions and the NEA all submit detailed information about desired changes and suggested strategies for information classification.
- Resulting suggestions are reviewed by a joint NASAA-NEA National Standard Working Group as well as NASAA's Research and Information Committee.
- After extensive field input and review, proposed changes are submitted to the NASAA Board of Directors and NEA senior staff for approval.

NASAA administers the revisions process and provides implementation support and technical assistance to help the field adopt system changes once they are approved.

THE 2000 REVISIONS CYCLE

The most recent revisions process was initiated in December 1999 with the establishment of a revisions task force—the National Standard Working Group—including representatives from state arts agencies, regional arts organizations, NASAA and the NEA. The group involved participants with varying perspectives, including those of program-level staff, grants office staff, executive directors, deputy directors, council chairs and research staff. Agencies large and small (both in terms of staff size and budget size) were represented, as was every geographic region of the country.

The revisions process began with an extensive field survey that gathered information in three areas: (1) the way the National Standard is used, (2) the biggest concerns related to the Standard, and (3) the capacity of states and regions to implement system changes. The Working Group reviewed the field assessment results and established revisions priorities responding to the most important needs of the field. Working Group members took pains to strike a balance between comprehensiveness (recommending changes to improve the depth, quality and accuracy of the data) and feasibility (being realistic about the

number and scope of changes that could reasonably be implemented by states and regions with limited human and financial resources).

Subsequent surveys conducted among sample groups of states and regions, as well as database service providers, explored specific technical questions about database modifications. In addition, two special advisory subgroups were established to advise the Working Group on matters relating to Folk/Traditional Arts and Media Arts. Results of Working Group meetings and drafts of the revisions proposal were circulated to states and regions and posted on the NASAA Web site at regular intervals.

All in all, the revisions proposal ultimately approved by the NASAA Research and Information Committee, the NASAA Board of Directors and the NEA senior staff in November 2000, was the culmination of a highly inclusive, yearlong process that provided multiple opportunities for input by each state and region.

IMPLEMENTATION

This *Technical Implementation Manual* outlines the system changes that states and regions will be required to implement as a result of the most recent National Standard revisions. (Elements of the Standard unaffected by the 2000 revisions are not addressed here—consult the most recent edition of *A Quick and Easy Guide to National Standard Data Fields* for more information.)

States and regions will have FY 2001 and FY 2002 (corresponding to NEA grant numbers 00-6100-XXXX and 01-6100-XXXX) to prepare for these changes, **which will be required as of FY 2003 (corresponding to NEA grant numbers 02-6100-XXXX) Final Descriptive Reports (FDRs).** Meanwhile, NASAA will provide system documentation, training and technical assistance.

In addition to the requirements, this guide also addresses some of the optional system changes that states and regions can voluntarily adopt. Supplemental materials on other special topics, such as individuals benefiting and collection of information on detailed cultural/ethnic groups, will be distributed to the field separately.

NASAA staff is available to help agencies prepare for the revisions, providing information and training, review of draft application materials and other support services. For assistance, contact National Standard Associate Kelly Liu (kliu@nasaa-arts.org, 202/347-6352, ext. 101) or Director of Research, Policy and Evaluation Kelly Barsdate (kelly@nasaa-arts.org, 202/347-6352, ext. 107). Information will also be provided via the research area of NASAA's Web site, http://www.nasaa-arts.org/new/central/research/ns_center.shtml.

INDIVIDUALS BENEFITING

REPLACE THE EXISTING DEFINITION OF INDIVIDUALS BENEFITING WITH THE FOLLOWING:

Individuals Benefiting: The total number of individuals who were directly involved in the funded activity as artists, non-artist project participants or audience members between the grant or project start and end dates.

Figures should encompass only those individuals directly affected by or involved in the funded activity, and should include the totals from the Artists Participating and Youth Benefiting fields. Include actual audience numbers based on paid/free admissions or seats filled. Avoid inflated numbers, and do not double-count repeat attendees. If actual figures or reliable estimates cannot be secured, leave this field blank or enter a "-1" to indicate that data are not available.

Field Affected: Individuals Benefiting
Systems Affected: Grants Management
Status of Change: Required

Reason for Change: Users of the National Standard at the state, regional and federal levels expressed some concerns about the accuracy of existing Individuals Benefiting information. Users observed that the old definition of "benefit" lacked useful parameters and was difficult to apply consistently across different activities, sometimes resulting in inflated numbers. To address these concerns and improve the consistency of this data, the definition for Individuals Benefiting has been narrowed to emphasize direct project benefit.

Implementation Tips: This change will not require the addition of any new fields or codes to application forms or grants management databases. The revised language will need to be substituted wherever definitions of National Standard terms appear (typically in appendices to guidelines or application instructions). This change in the field definition may also affect longitudinal analysis of Individuals Benefiting data, since trend analysis should address the definitional change and its effects over time.

This field was originally designed to count the unique number of persons involved in individual grant projects. That focus was maintained in the most recent round of National Standard revisions. Individuals Benefiting information should not be confused with other types of research that are designed to capture overall public participation in the arts or to tally the total annual attendance of any given organization. Instead, this field provides a narrower measure of the number of persons involved in individual SAA projects. Figures across states or among multiple projects should be aggregated with care, due to the risk of double-counting individuals attending events run by multiple grantees.

For fellowship awards, count the artist receiving the award, collaborating artists and any individuals reached through award-related performances, exhibitions, readings, broadcasts, etc., of the grant recipient's work during the funding period.

For general operating or season support grants, count artists, staff, audiences and other project participants directly involved with the organization's events and services within the funding period. Do not substitute the entire population of the geographic area served. Avoid double-counting season ticket holders and individuals attending multiple events. If disaggregating the data in this way is not possible, please note this on the Final

Descriptive Reports (FDRs) you send to the NEA and NASAA.

For projects related to publications, report the number of persons using the materials or the number of copies actually distributed. Do not substitute the total number of copies produced.

For Internet-based projects, report the number of unique users. Do not substitute the frequency of "hits" or times the information was accessed if the number of distinct users cannot be determined.

For technical assistance projects, count direct project participants, service providers and any staff, board members or other partners directly involved with the project. Do not use the total number of individuals served by all programs of the organization receiving the assistance.

For capital construction projects, include project staff and any architects, designers and advisors involved between the project start and end dates. Do not substitute an estimate of the ultimate seating capacity or audience eventually to be served by the facility.

For broadcasting grants (see the new definition on page 9), if reliable estimates of listenership or viewership are available for the specific time of the broadcast, those estimates may be used. If no reliable estimates are available, leave this field blank. Do not substitute the entire population of the geographic area that may potentially have been able to receive the broadcast.

As space allows, include such examples in the glossaries and application materials used by grantees. You may also create your own examples, based on typical scenarios common to grant making in your state or region.

Additional Materials: The Working Group has directed NASAA to prepare a user's guide to Individuals Benefiting information that will elaborate on the data collection techniques that can be employed, and will suggest tips for the appropriate use and interpretation of the figures. This document will be distributed to all states, regions and the NEA, and will be made available in electronic format for easy dissemination to grantees.

CHANGE THE NAME OF THE APPLICANT/PROJECT DISCIPLINE CATEGORY "12 FOLK ARTS" TO "12 FOLKLIFE/TRADITIONAL ARTS." REPLACE THAT CATEGORY DEFINITION WITH THE FOLLOWING:

Folklife/Traditional Arts: Pertaining to oral, customary, material and performance traditions informally learned and transmitted in contexts characteristic of ethnic, religious, linguistic, occupational and/or regional groups.

For dance, music, crafts/visual arts and oral traditions that meet the above criteria, use the subcodes 12A-12D. For other folklife or traditional art forms not itemized below (such as specific occupational arts, vernacular architecture, folk/traditional theater or other performing art forms), use the main code of 12. Do not include folk-inspired forms. (For example, interpretations of ethnic/folk dance or music by artists outside the particular ethnic/folk tradition should be coded 01B or 02E, respectively.)

ADD THE FOLLOWING NEW SUBCODES TO THE "12 FOLKLIFE/TRADITIONAL ARTS" CATEGORY:

12A: Folk/Traditional Dance
12B: Folk/Traditional Music
12C: Folk/Traditional Crafts and Visual Arts
12D: Oral Traditions (include folk/traditional storytelling)

ADD THE FOLLOWING NEW SUBCODE TO THE "09 MEDIA ARTS" CODING SCHEME:

09D: Technology/Experimental (include work created using computer or other digital or experimental media as the primary expressive vehicle)

Fields Affected: Applicant and Project Discipline
Systems Affected: Grants Management, Mailing List, Constituent List
Status of Change: Required

Reason for Change: During the field surveys, many states and regions lamented the limitations of the Folk Arts and Media Arts codes used to describe applicants and the projects they pursue. The Working Group therefore sought the advice of two groups of specialists (an advisory committee of media arts program directors and an advisory committee of folk/traditional arts program directors) to formulate recommendations for the improvement of these coding schemes. The folk/traditional arts advisory group developed a new series of subcodes to enhance the precision of the data collected in that category. This group also noted that an overall category name of Folklife/Traditional Arts would more accurately reflect the types of projects that state arts agencies and the NEA currently fund. The media arts advisory group recommended a New Technology/ Experimental Media subcode to supplement the existing subcode series. Note that none of these changes requires the addition of any new fields to grants management databases or application forms, nor will any change to the major (numeric) discipline code assignments be necessary.

Implementation Tips—Folklife/Traditional Arts: The category name and revised definition of Folklife/Traditional Arts will need to be updated on all of your application forms and other materials. Changes to the overall category name and major code definition apply to all agencies. For those agencies using the optional subdiscipline (letter) codes[1], those codes will need to be updated wherever they appear (on mailing, constituent and grants databases).

Implementation Tips—Media Arts: Add the new subcode to all application forms and databases if the optional subdiscipline (letter) codes are routinely used. Note that the emphasis here is on the use of technology as an artistic medium, not as a means of distributing artwork (which is now covered in other places in the Standard). All other Media Arts subcodes remain unchanged.

[1] Currently, about half of the states and regions implement the optional discipline subcode letters (01A, 02C, etc.) on application forms, mailing lists and databases. The other half opts to collect only the upper tier of major discipline numeric codes (01, 02, and so forth). The revisions task force affirmed that this flexibility ought to be maintained, letting states and regions decide whether the simple approach or detailed approach is best suited to their unique information needs. Therefore, changes to the subcodes of the Folklife/Traditional Arts and Media Arts categories will affect only those agencies that collect data at the subcode level.

REQUIRED CHANGE 3
ACTIVITY TYPE CODES

ADD THE FOLLOWING ITEMS TO THE EXISTING LIST OF ACTIVITY TYPE CODES:

35 Web Site/Internet Development: Include the creation or expansion of existing Web sites (or sections of Web sites) as well as the development of digital art collections, databases, discussion areas or other interactive technology services delivered via the Internet.

36 Broadcasting: Include broadcasts via television, cable, radio, the Web or other digital networks.

REMOVE "BROADCASTING" FROM THE EXISTING DEFINITION OF ACTIVITY TYPE 24.

Field Affected: Activity Type
Systems Affected: Grants Management
Status of Change: Required

Reason for Change: The field assessment inquired about types of activities frequently funded by states and regions that were absent from the old Activity Type code list. Many respondents pointed to the need for a code to reflect Web Site/Internet Development. In addition, the Media Arts advisory group noted that broadcasting is an area that is being actively funded.

However, broadcasting could not be tracked as one of many allowable activities within a broader "24 Distribution of Art" category.

Implementation Tips: This change will not involve the addition of any new fields to your grants management databases or application forms. However, the new items 35 and 36 will need to be added to existing Activity Type code lists. The explanatory notes should be incorporated wherever other activity type definitions appear (typically in grant application or guideline appendices). Agencies will also need to remind grantees of how these new codes relate to the revision of the Individuals Benefiting definition.

REQUIRED CHANGE 4
PROJECT DESCRIPTORS

IMPLEMENT THE FOLLOWING NEW FIELD:

Project Descriptors: Mark which, if any, of the descriptors below comprise a significant portion (50 percent or more) of the grant's resources/activities. Mark all that apply. If none apply, or if the below descriptors apply to a small or indeterminate portion of your funding/activities, leave this field blank.

A Accessibility: Grants or services related to ADA/504 compliance or other activities designed to increase access to the arts for persons with disabilities.

I International: Programs or activities supporting any of the following: grantees visiting other countries, foreign artists visiting the USA, any cultural exchange program, linkages with artists or institutions in other countries, or establishing/administering international programs in your own agency.

P Presenting/Touring: Grants or services resulting in the movement of artists and artworks for performances, readings, screenings, exhibits, etc., in different geographic areas. Use this code to indicate funds awarded for either the hosting/presentation of works originating outside of the grantee community or for the fees paid to artists or arts organizations that will, themselves, be touring in different areas.

T Technology: Grants or services using technology for the creation or dissemination of artworks or the use of technology for organizational management purposes.

Y Youth at Risk: Grants or services designed primarily to serve at-risk youth. Include arts-related intervention programs (for violence, drug/alcohol abuse and crime) as well as other creative programming specifically involving at-risk youth as primary project participants or beneficiaries.

Fields Affected: New field, replaces existing Presenting/Touring and International fields
Systems Affected: Grants Management
Status of Change: Required

Reason for Change: The old National Standard lacked a flexible mechanism that could be used to track current issues or project characteristics falling outside of existing activity or discipline codes. Examples of key issues identified on the field survey included ADA/504 accessibility, youth at risk and technology. Other key topics may emerge from time to time. A related challenge is that the existing fields of International Activity and Presenting/Touring were important for some agencies, but applied to only a few grants and were not generally used by states and regions for their own internal analysis purposes. Several agencies suggested that these fields could be removed or absorbed into a larger, multipurpose field. To address all of these ideas, a new, multiple-selection Project Descriptors field has been adopted. The NEA has successfully implemented a similar field in its own application system and has found the information extremely useful for responding to information requests and reporting to Congress. Comparable information collected by states and regions will enhance national reporting about these key issues, simultaneously eliminating the need to maintain two less-often used fields (International Activity and Presenting/Touring) as independent data elements.

Implementation Tips: This is a new field and code list that will need to be added to your applications, database tables, data entry screens and final reports. Remember the "50 percent rule" (in order for a Project Descriptor code to accurately apply, 50 percent or more of the project's resources must fit the definition of the code).

Note that Project Descriptors is a multiple-selection field in which applicants may report any code or combination of codes. For this reason, all databases will need to be adapted to store multiple responses to this question. You may elect to implement this field either

- as a single text field (five-digit minimum), or
- as a series of five logic (true/false or yes/no) fields.

The NEA and NASAA will accept information structured using either technique, and will adapt all national analysis systems to sort and tabulate data accordingly.

Consider how much you routinely manipulate this data for your own internal purposes. If little internal use of this data is anticipated, the first option (storing all codes in a single field) may be best, since minimal database system changes are required. The old Presenting/Touring and International fields should be removed, since that information is absorbed under the new combined Project Descriptors field.

Agencies that anticipate extensive sorting and querying of this data or anticipate problems with storing multiple codes in one field may, instead, store the data in separate fields. In this case, the International field should be retained as an independent logic field, while the old Presenting/Touring field should be converted to a new logic format. If you use the multiple field option, you must incorporate the fields in the following sequence on all reports: (1) Accessibility, (2) International, (3) Presenting/Touring, (4) Technology, (5) Youth at Risk.

To inform these system changes, NASAA has worked closely with database service providers to ensure that multiple-selection can be supported by systems designed around the National Standard. Bromelkamp & Co. (one service provider used by a significant portion of agencies)

Multiple Selection Implementation Options

Sample Project Involving Technology, Touring and International Activities

Stored in One Field

Project Descriptors

IPT ←

Minimum of five characters. Allow more room if you want to track your own custom codes.

Select which codes apply, then enter them together, in any sequence, in a single field. To query this information in your database, use "wildcard operators" to help you search for the occurence of any character embedded at any location in the field. The example above, if exported from a database into an ASCII-delimited data dump, would look like this: "IPT"

Stored in Separate Fields

Each code has its own logical field. If a code does not apply, leave it blank. Create additional fields as needed for your own custom codes.

Project Descriptors

- ☐ Accessibility
- ☑ International
- ☑ Presenting/Touring
- ☑ Technology
- ☐ Youth at Risk

Each yes/no field will automatically store a 1 (for yes) or 0 (for no) in the database. When reporting the fields to NASAA, they must appear in the following order on your report: (1)Accessibility, (2) International, (3) Presenting/Touring, (4) Technology, (5) Youth at Risk. The example above, if exported from a database into an ASCII-delimited data dump, would look like this: 0,1,1,1,0

Either option is acceptable for reporting. Let NASAA know which option you choose.

will provide how-to documentation as well as user support for making these changes. For agencies employing other database programming providers or making these changes to self-built databases, NASAA will offer information and advice on an as-needed basis.

Collecting Additional Information (Optional): Some agencies have indicated an interest in using the Project Descriptors field to track issues other than those outlined in the requirements. You are welcome to do this, provided that you maintain compliance with the required components of the Standard and follow all guidelines for adding custom codes (see page 18). If you opt to track grants or projects that relate to older adults, health/healing, economic development or tourism, the NEA and NASAA ask that you use the codes and definitions recommended below. Regard these codes, as well as the required set on the previous page, as "reserved" codes.

O Older Adults: Grants or projects designed specifically to serve older adults. Include creative programming involving older adults as the primary project artists, participants or beneficiaries, as well as arts-related programs in elder care settings, senior recreation centers or retirement residences.

H Health/Healing: Programs or activities using the arts specifically to promote good physical or mental health or to aid in healing. May be applied to programs serving individuals as well as institutions or communities (such as community healing efforts in response to natural disasters or other tragedies).

E Economic Development: Grants or services specifically designed to use the arts as an economic development tool, to support business improvement districts through the arts, to stimulate the creation of creative-sector job oppor-

tunities or to integrate the arts into existing economic development programs, policies or initiatives.

C Cultural Heritage Tourism: Activities that promote cultural events specifically to tourist populations and/or use arts, heritage or history offerings as traveler destinations. Include initiatives and partnerships that integrate culture into tourism development plans. Do not include routine events (such as performances, exhibits, festivals, etc.) unless 50 percent or more of the funded project's resources/activities are devoted specifically to tourism.

The collection of this information is encouraged, but optional. Consider collecting some or all of these codes and sending them to NASAA and the NEA on an annual basis. If you collect these (or any other) supplemental codes in a single Project Descriptors field, extend the length of the field (beyond the five-digit minimum) to accommodate all possible entries, or add independent logic fields as needed. If you choose to collect additional Project Descriptors fields (beyond the requirements) in individual fields, append the additional data to the end of your annual FDR data dump. Consult page 23 for more details on the required placement and sequence of these additions.

GRANTEE RACE/ETHNICITY

ELIMINATE THE EXISTING CODES "M" AND "G." REPLACE THE INSTRUCTIONS AND CODES FOR GRANTEE RACE WITH THE FOLLOWING:

Grantee Race: Coding should reflect the racial/ethnic characteristics of the grantee.

For **individuals**, grantees may select **any combination** of the below that apply:

A: Asian
B: Black/African American
H: Hispanic/Latino
N: American Indian/Alaska Native
P: Native Hawaiian/Pacific Islander
W: White

For **organizations**, grantees should code themselves based on the predominant group of which their staff or board or membership (not audience) is composed. Use the list below. Organizations should choose the **one** code that best represents 50 percent or more of their staff or board or membership:

A: 50 percent or more Asian
B: 50 percent or more Black/African American
H: 50 percent or more Hispanic/Latino
N: 50 percent or more American Indian/Alaska Native
P: 50 percent or more Native Hawaiian/Pacific Islander
W: 50 percent or more White
99: No single group listed above represents 50 percent or more of staff or board or membership.

Fields Affected: Grantee Race
Systems Affected: Grants Management
Status of Change: Required

Reason for Change: New federal guidelines stipulate two changes to how race/ethnicity information should be collected. First, Native Hawaiian/Pacific Islander is now recognized as a distinct group, separate from the Asian category. Second, individuals reporting to the federal government must be given the option to choose any combination of the standard race/ethnicity codes to describe themselves. (This rule applies to individuals only, not to organizations receiving grant funds.) These changes will soon become standard in all federal data collection efforts, and most state government systems are expected to follow suit. The National Standard revisions task force recognized the need for comparability between federal and state data, a need that was affirmed by states and regions themselves.

Implementation Tips: Code lists and definitions appearing in application forms and guidelines will need to change to reflect the new requirements. Note that for individuals, this field will need to accommodate multiple selections. As was the case with the aforementioned Project Descriptors field,

Data Storage: Grantee Race/Ethnicity

Type of Grantee	One Field field length of six characters	Stored in Separate Fields series of seven logical fields
An artist identifying herself as bath Latina and African American.	**BH** *ASCII data will read: "BH"*	☐ Asian ☑ Black/African American ☑ Hispanic/Latina ☐ American Indian/Alaska Native ☐ Native Hawaiian/Pacific Islander ☐ White ☐ 99 No single group (organizations only) *ASCII data will read: 0,1,1,0,0,0,0*
An artist identifying himself as Alaska Native and White.	**NW** *ASCII data will read: "NW"*	☐ Asian ☐ Black/African American ☐ Hispanic/Latina ☑ American Indian/Aloska Native ☐ Native Hawaiian/Pacific Islander ☑ White ☐ 99 No single group (organizations only) *ASCII data will read: 0,0,0,1,0,1,0*
A Native Hawaiian performing group.	**P** *ASCII data will read: "P"*	☐ Asian ☐ Black/African American ☐ Hisponic/Lotino ☐ American Indian/Alaska Native ☑ Native Hawaiian/Pacific Islander ☐ White ☐ 99 No single group (organizations only) *ASCII data will read: 0,0,0,0,1,0,0*
An arts guild in which no single group accounts for 50% or more of staff, board or members.	**99** *ASCII data will read: "99"*	☐ Asian ☐ Black/African American ☐ Hispanic/Latino ☐ American Indian/Alasko Native ☐ Native Hawaiian/Pacific Islander ☐ White ☑ 99 No single group (organizations only) *ASCII data will read: 0,0,0,0,0,0,1*
Important data storage reminders:	Codes may be stored in any order in a single Grantee Race filed. Code "99" applies only to organizations.	For ASCII database dumps for NASAA and final reports to the NEA, fields must be arranged in the following order: (1) A: Asian, (2) B: Black/African American, (3) H: Hispanic/Latina, (4) N: American Indian/Alaska Native, (5) P: Native Hawaiian/Pacific Islander, (6) W: White, (7) 99: No single group. The final "99" field should always be blank or zero for individual grantees.

Implementation Tips

- Agencies able to collect this data at the front end (application stage) are encouraged to do so. Other agencies, however, may find it easier to collect this data at the post-award (confirmation letter or final report) stage.
- Regardless of when this data is secured, systematic collection of the information (about grantees only) is a reporting requirement of the NEA.
- For advice on how to present this material on printed or electronic forms, consult page 30 of this manual.

states and regions may computerize this information in one of two ways: with all information (multiple codes for individuals or a single code for organizations) stored in one database field, or by using a series of designated logic (true/false or yes/no) fields. The NEA and NASAA will accept information structured using either technique.

To decide which option is best for you, consider how much you routinely analyze this data for your

own internal purposes, as well as how many grantees are likely to select multiple codes.[2] If few multiple selections or little internal use of this data is anticipated, the first option (storing all codes in a single field) may be your preference. Minimal database system changes are required to accommodate multiple selection—simply extend the width of your existing Grantee Race/Ethnicity field. The field will need to be six characters wide in order to accommodate every available code. Do not create a separate field to contain Grantee Race/Ethnicity data for organizations. That data should be stored in the same field, although only one code should be chosen.

Agencies that anticipate problems with sorting or querying multiple codes may, instead, store the data in seven independent fields. In this case, the logic (true/false or yes/no) fields must be incorporated in the following sequence in all database dumps for NASAA and final reports to the NEA: (1) A: Asian, (2) B: Black/African American, (3) H: Hispanic/Latino, (4) N: American Indian/ Alaska Native (5) P: Native Hawaiian/Pacific Islander, (6) W: White, (7) 99: No single group. The final "99" field will hold data when the grantee is an organization, but should always be blank for individual grantees.

[2] Field testing of different race/ethnicity question formats by the U.S. Census Bureau suggests that the incidence of multiple selection will be the highest (up to 17 percent) in Hispanic, Native Alaskan and Asian populations and lower (less than three percent) among White and Black populations. See the census document *Results of the 1996 Race and Ethnic Targeted Test* for more information.

REQUIRED CHANGE 6
PROJECT RACE/ETHNICITY

REPLACE THE EXISTING DEFINITION OF/INSTRUCTIONS FOR PROJECT RACE WITH THE FOLLOWING:

Project Race: If the majority of the grant activities are intended to involve or act as a clear expression or representation of the cultural traditions of one particular group, or deliver services to a designated population listed below, choose that group's code from the list. If the grant or activity is not designated to represent or reach any one particular group, choose the terminal code "99."

A: Asian individuals
B: Black/African American individuals
H: Hispanic/Latino individuals
N: American Indian/Alaska Native individuals
P: Native Hawaiian/Pacific Islander individuals
W: White individuals
99: No single group

Fields Affected: Project Race
Systems Affected: Grants Management
Status of Change: Required

Reason for Change: Both the field assessment and subsequent Working Group discussions revealed a disconnect between what this field originally intended to collect and what, in fact, most agencies are reporting. Originally, this field captured only the content of the project or activity. The field assessment revealed that the old definition was difficult to apply and resulted in information of limited use. Inconsistency was also identified as a problem, with a few agencies strictly following the definition and a majority of others applying it loosely to reflect audiences and beneficiaries as well as project content. The definition of Project Race has subsequently been broadened to more realistically reflect the data most agencies can capture. This new information will be useful in answering the types of questions the NEA, NASAA, states and regions typically receive. For instance, broad questions such as "What recent projects have served the Latino community?" can now be better answered using a combination of Grantee Race/Ethnicity and Project Race/Ethnicity data. All codes in this field have also been adjusted to mirror the category changes necessary for the Grantee Race/Ethnicity field.

Agency Impact: This change will not involve the addition of any new fields to grants management databases or application forms. Code lists, definitions and instructions appearing in application forms and guidelines will need to reflect the changes. This change in the field definition may also affect any longitudinal analysis that states or regions wish to perform on Project Race data.

Both NASAA and the NEA encourage you to implement the National Standard in ways that respond to your unique information management needs. The NEA's reporting requirements, based on the Standard, govern what must be sent to the NEA and to NASAA each year. But you enjoy a great deal of flexibility in determining how and when the information should be collected. Outlined below are some reminders about how the Standard can be customized, as well as some ideas for making the Standard work better for your agency. Some of these options are presented in the sample layouts provided on pages 26-31 of this manual.

DISPLAYING THE CODES

You may present the codes in any way that you think will improve the reliability of your data and make it easier for constituents to complete their forms. For example:

- **Vary the sequence:** Most agencies present the coding lists on application forms in straight numeric sequence. However, you may vary the order in which the code lists appear on your printed and electronic application forms. Consider listing items alphabetically, or placing the most frequently-used codes near the top of your list, to make completion of the forms more convenient. Similarly, if there are codes near the end of a numeric sequence (such as Folklife/ Traditional Arts) that are frequently overlooked, those may be placed at the top of the list. If you think that rearranging the list makes "scrambled" numeric codes appear confusing, try placing the code after the term, rather than putting the code first. You may omit the numeric codes altogether (presenting only the key terms for each item), but you must design your internal data entry and data verification processes to guarantee that the right code gets assigned to each item once the information is keyed into your database.
- **Create logical groupings:** As new codes have been added to the Standard over time, codes have been deliberately assigned the next available number within a straight numeric series. This has been a necessary and important attempt to preserve data quality and prevent agencies from having to do the tedious work of recoding historical data (which would have been necessary had numeric codes been recycled, or had new numbers been inserted into the middle of a list). The downside to this approach is that related terms now appear in separate areas of code lists, particularly in the Activity Type and Institution fields. If this separation prevents your constituents from locating the most appropriate code, rearrange the series to put related items together or create conceptual groupings of similar codes. See the models on pages 27 and 28 for examples.
- **Be selective:** If there are certain types of institutions, disciplines or activities that your agency simply does not fund, omit these codes from the menu of choices presented on your forms. The extensive list of subdiscipline codes may also be skipped if your agency uses only the major categories. Do not, however, remove those activity, institution or discipline codes that may legitimately reflect the grantees or activities you sponsor. Coding lists that are too restrictive can skew your data, underrepresenting the full range of activities funded and constituents served through your grant making.

GUIDELINES FOR ADDING CUSTOM CODES

You are permitted to create new codes or fields to suit your agency's needs. Many states and regions do this already, collecting specific financial or descriptive data that, while not required on a

national basis, are of great value internally. If you wish to supplement the National Standard requirements with your own customizations, follow these guidelines:

- **Call NASAA:** If you are considering adding a new field, call NASAA to let us know what you are thinking about collecting and to notify us of what we might expect on your resulting reports. NASAA will be maintaining a log of National Standard customizations and may be able to suggest methods of tracking new information in a way consistent with other agencies.
- **Maintain system integrity:** Do not change, remove or redefine any codes that are already part of the existing National Standard system (optional or required). If adding a code to a pre-existing list of codes, do not duplicate an existing item. For instance, if you want to add "Tourism" to the Project Descriptors field, do not use the code "T," since it is already reserved for Technology.
- **Avoid duplication:** Do not create a new field to capture what may be gained by using existing codes alone or in combination with one another. When adding new numeric codes to a series, use vacant numbers beginning with 98 and work backwards (to prevent duplication of official National Standard codes that may be added in the future).
- **Use the existing structure:** Work within the existing coding hierarchy. For instance, a custom discipline code for mural work should be assigned a new subcode underneath the existing "05 Visual Arts" series, rather than a numeric discipline code at the major code level.
- **Follow the reporting rules:** If you create an entirely new field, leave it off of your reports or append it to the end of your data dump (after item 31 on page 23). If you have added a new code to an existing field, convert your codes to the nearest accurate National Standard code for official reporting purposes. This will help to maintain the comparability of your data to that of other states and regions. If conversion poses significant barriers for your agency, you may include your custom codes in your reports to NASAA only if you also supply NASAA with a key to let us know what the custom codes signify so that the conversion may be accomplished within the national grant-making database.

OPTIONAL MULTIPLE SELECTIONS

The recent National Standard revisions require you to allow grantees to enter multiple selections in the Project Descriptors and Grantee Race/Ethnicity (for individuals) fields. However, the Standard does not explicitly prohibit multiple selections in other fields, provided that certain guidelines are followed to maintain national compatibility. For instance:

- **Applicant discipline:** NASAA and the NEA recognize that some agencies find it useful to collect multiple discipline fields, especially for mailing list and artist directory purposes. Due to the complexity of this change and the widespread effect it would have on application forms, database systems and reports, the National Standard Working Group did not recommend requiring this level of detail. However, agencies wishing to voluntarily add this multiple-selection option to their own systems may do so, *provided that a single primary discipline code is always identified and used for national grant reporting.* For instance, you can ask constituents to identify a primary art form that represents most of their work while providing the space to record additional, supplemental codes that apply from time to time. The primary code would then be reported to the NEA and to NASAA, while the supplemental codes would

reside in your local database and be available for internal querying and directory/mailing functions. Another alternative is to collect multiple discipline selections without enforcing a hierarchy on the form, instead submitting a "multidisciplinary" code to NASAA and the NEA each time disciplines crossing over major discipline categories are reported. Although this option is allowed, it is not preferred. Some "watering down" of the data will occur and more work in converting codes is required from agency staff before information is reported.

- **Activity Type:** The Working Group and subsequent field surveys explored the potential multiple-selection of Activity Type codes, as well. Selecting a combination of Activity Types would be a useful way to represent the multidimensional nature of arts activities and to track how the various components of grants are shifting over time. However, a majority of Working Group members and respondents to follow-up surveys felt that such a change would require more detail than is routinely necessary for most states and regions. Additionally, such a recommendation might be better evaluated once states, regions and the NEA have gained more experience with multiple-selection database modifications. Multiple selection of activity codes therefore did not become a requirement. However, states or regions that wish to voluntarily explore this option may do so, *provided that a single, primary Activity Type code is retained for the purposes of reporting.*
- **Contact NASAA:** Call NASAA if you have questions about customizing Discipline or Activity Type codes, or if you wish to explore multiple selection within any National Standard field. NASAA can provide technical advice to help you stay in compliance with federal reporting requirements.

MAKING IT EASIER FOR CONSTITUENTS

States and regions are constantly looking for ways to minimize grantees' reporting burdens and to streamline the grant application process. Below are some questions to consider asking when evaluating and revising your application forms.

- **Content:** Are you asking for information, beyond the federal requirements, that is never used for your own panels, program analysis or reporting to the NEA? Is there anything that can be cut? Conversely, is there information that you wish you had at your disposal for communications, advocacy, planning or research?
- **Timing:** Which questions are asked at the front end (application stage) versus the post-award (award letter or final report) stage? Does that timing match your information needs?
- **Field response:** How do your constituents, as a whole, feel about the application forms? Do you hear many complaints, or just a few loud ones? Examine any perpetual problem areas that result in poor or incorrect information and develop strategies to address those problems. Also consider the role that an objective third party (such as a consultant or NASAA) might play in reviewing your forms, collecting constituent feedback about them or helping you with your revisions.
- **Purpose:** Do applicants understand the purpose behind the information collected on your application forms? Conveying how the information helps you evaluate applications, communicate more effectively with the field and be accountable to those who provide arts resources may help improve the quality of your data and the willingness with which it is offered. Employ whatever rationale you think will be meaningful in your state. Let your grantees know that this information is required, not optional.

- **Efficiency:** What are the shared information elements that you collect across all of your programs? Can those be unified into a single form? Compare these to the unique data elements that vary from program to program. Many agencies use separate application forms for each program, since separate forms can be readily customized to the needs of individual applicant pools. (For instance, there is little use in making schools review a complete menu of Applicant Institution codes if only the education-related codes can apply to them.) However, specialized forms are more cumbersome for agency staff to process and may be more expensive to produce and maintain over time. You will probably end up using a combination of these techniques.
- **In-house coding:** Are you asking your constituents to slog through coding that could be more efficiently handled in-house? In-house coding can save time for grantees, can free up space on your application forms and can lend consistency to the information. Downsides of this approach include increased agency staff time, the need to train program staff in the proper application of codes and the potential bias of data that is not self-reported. And some data (such as Grantee Race/Ethnicity) may not be accurately coded by your staff. Determine when your data needs to be entered (at the pre-award vs. post-award stage) and how that timing may affect an in-house solution.
- **Design:** Are your forms easy to read? Does the layout offer a logical flow of information? Be sure that important terms and definitions are easy to locate.
- **Technology:** Are you taking advantage of technology? A significant portion of state arts agencies are building Web-based or other electronic grant application systems. These tools have evolved in response to the high demand from constituents as well as the appeal of electronically transferring information from database-driven applications directly into a grants management database. This trend toward electronic applications is likely to intensify in coming years. Assess your constituents' readiness for

How to answer when constituents ask, "Why do you have to collect all this data?":

Some agencies introduce their forms or coding sheets with language thot exploins why Notionol Stondord doto is collected ond how it will be used. This con help constituents understond the doto's importonce ond moy encouroge complionce with your requirements.

Four Models

1. <<Nome of your ogency>> collects bosic descriptive informotion obout oll gront oppliconts ond their projects. This information helps <<nome of your ogency>> to process opplications more efficiently, to comply with stote ond federol accountability requirements ond to better serve the citizens of our stote. Statistics ore collected for planning ond reseorch purposes, but are not used by panels to make oword decisions. Thonk you for providing these importont details.

2. <<Name of your agency>> uses this form to develop statistical profiles of the opplicotions it receives. Your responses will not be a factor in the review of your opplication.

3. The statistics obout your funded program are port of the Nationol Stondord for Arts Informotion Exchonge odopted by the Notionol Assembly of Stote Arts Agencies. Along with the 49 other states, <<nome of your stote>> uses this system to obtoin useful informotion on the ultimate beneficiories of public funds. This informotion is used by the state orts council, the stote legisloture, the Notionol Endowment for the Arts ond the U.S. Congress.

4. The informotion on this form is required by <<name of your ogency>> os port of the Notionol Stondord for Arts Informotion Exchonge. This information, required by the Notionol Endowment for the Arts, helps us to moke federal arts funding ovoilable ocross <<nome of stote or region>> ond to better understand the constituent bose that state and federol dollors serve. Please complete this informotion occurotely.

such technology and prepare a plan for sensible implementation. Consider the way such a system might influence your grants management database as well as your staff's verification and quality control procedures.

- **Accessibility:** Are applications available in large print versions? Consider what services and formatting choices (font size, font type, paper, etc.) will make your printed or Web-based guidelines and application materials more readily accessible to people who are blind or have low vision.
- **Multiple languages:** Do you offer translations of your guidelines or print applications in languages other than English? The cultural and linguistic diversification of your state's population may affect your delivery of both application materials and grant-writing technical assistance to the field.
- **Help from NASAA:** Have you asked NASAA to review your application forms lately? NASAA will provide a National Standard compliance audit of application forms (especially at the draft stage) to ensure that all requirements are met and to help you think through your own internal data collection efforts.

REQUIRED FIELDS

Each year, every state arts agency and regional arts organization must prepare a Final Descriptive Report for the NEA and NASAA. The "Detail" section of this report itemizes each grant project, award, service or program-related expenditure according to National Standard conventions. The data is submitted to NASAA electronically in an ASCII-delimited data dump or other database format via diskette, CD-ROM or e-mail. The NEA receives a printed copy of the same information.

All of the data fields required on FDR diskettes and paper reports for NASAA and the National Endowment for the Arts are outlined below. New or modified fields from the National Standard Revisions are highlighted. For complete information on the definitions and codes for all required fields, consult the most recent edition of *A Quick and Easy Guide to National Standard Data Fields*, available from NASAA.

	Field Name and Order	Field Type	Maximum Length
1	Applicant Name	text	50 characters
2	Applicant City	text	16 characters
3	Applicant State	text	2 characters
4	Applicant Zip	text	5 characters
5	Zip + 4	text	5 characters
6	Applicant Status	text	2 characters
7	Applicant Institution	text	2 characters
8	**Applicant Discipline**	**text**	**3 characters**
9	Congressional District	text	3 characters
10	**Project Discipline**	**text**	**3 characters**
11	**Activity Type**	**text**	**2 characters**
12	**Project Descriptors**[1]	**text/logic**	**5 characters or 5 true/false fields**
13	Arts Education	text	3 characters
14	Total Individuals Benefiting	numeric	8 digits
15	Artists Participating	numeric	6 digits
16	Children/Youth Benefiting	numeric	6 digits
17	**Grantee Race**[2]	**text**	**6 characters or 6 true/false fields**
18	**Project Race**	**text**	**2 characters**
19	Amount Requested	numeric	8 digits
20	Amount Awarded	numeric	8 digits
21	Amount Spent	numeric	8 digits
22	Total Project Expenses	numeric	8 digits
23	Total Project Income	numeric	8 digits
24	Total Project In-Kind	numeric	8 digits
25	BSG Share	numeric	8 digits
26	Other NEA Share	numeric	8 digits
27	SAA Share	numeric	8 digits
28	Other Share	numeric	8 digits
29	NEA Program[3]	text	11 characters
30	Application Number[4]	text or numeric	9 characters
31	Constituent ID/EIN[5]	text or numeric	10 characters
32	Custom Project Descriptors[6]		

(See notes on next page.)

NOTES

[1] Multiple selections are allowed for this field. Agencies may choose to put the multiple selections in one field or to put each selection in its own logic field. See page 12 of this manual for more details. If each code is stored in its own field, the fields must be in the following order [A, I, P, T, Y] and inserted in the data dump after Activity Type and before Arts Education.

[2] Multiple selections are allowed for this field. Agencies may choose to put the multiple selections in one field or to put each selection in its own logic field. See pages 14-16 of this manual for more details. If each code is stored in its own field, the fields must be in the following order [A, B, H, N, P, W] and inserted in the data dump after Youth Benefiting and before Project Race.

[3] Although not part of the National Standard, this field is required by the NEA. It contains an abbreviation to reference the kind of funding present in grant records where Other NEA Share is greater than zero. Consult NASAA's annual FDR instruction memo for a list of the required codes.

[4] Indicates each agency's unique system of **grant identification numbers.** This field is not a National Standard requirement, but is encouraged because it helps NASAA and the NEA to quickly trace a record in the event of a question.

[5] Indicates each grantee's unique identification number used in your state or region's **constituent list or mailing list database.** A grantee organization's Federal Employer Identification Number (FEIN) may also be used. Although reporting this field to NASAA and the NEA is voluntary, agencies are strongly encouraged to include this information. It assists NASAA and the NEA with the integration of records into the Unified Database of Arts Organizations, linking information on grant projects to outside data sets offering financial and descriptive details on arts organizations funded by states and regions. Contact NASAA for more information.

[6] If your agency has added **optional codes** to the Project Descriptors fields (described on page 13), insert them at location 32 in the data dump. Text codes embedded in a single, consolidated field may be reported in any order. However, if your agency uses separate logic fields, the following sequence must be used: [C] Cultural Heritage Tourism, [E] Economic Development, [H] Health/Healing and [O] Older Adults. *When including custom codes not outlined on page 13, your data dump to NASAA must be accompanied by a key that lists all codes used and their corresponding definitions.*

FORMAT FOR PAPER REPORTS

The record layouts on the next page demonstrate how all required data fields should be organized on the paper reports sent annually to the NEA and NASAA.

Note that the NEA has implemented a new paperwork reduction alternative in its reporting requirements. For new FY 2001 grants to states and regions, the NEA no longer will require all agencies to produce hardcopy versions of your FDR detail report (the statistical paper report described on the next page). Instead of sending your detail report on paper, you may complete a "Data Sequence Form" that describes the structure and content of the FDR data dump that you have sent to NASAA. For more information on this option, consult your grant award package from the NEA or contact the NASAA office. The NEA will also continue to accept paper detail reports as needed.

MULTIPLE CHOICE CODES EMBEDDED INTO A SINGLE FIELD

Final Descriptive Report form: DETAIL
National Endowment for the Arts
Partnership Agreement Grant

Arts Agency _____ Portnership Agreement Gront # _____ Start Date _____ End Date _____

Applicant Name Applicant City Zip Code	Stote	Sta Inst	Cong ADis PDisc	Type PDcpt ArtsEd	YthBen Individ Artists	GrRace PrjRace	Request Aword Spent	Expen Incame In-Kind	BSG Share Other NEA NEA Prog	SAA Share Other Share ID#
Ellis P. Sharlaff			001	21	250		9870	12539	0	2000
Shell Harbor		01	14	TY	265	NW	4000	12488	2000	0
99664-0001	AK	01	09C	01A	7	99	4000	631	PAE	01-AE365

MULTIPLE CHOICE CODES IN LOGIC FIELDS

Final Descriptive Report form: DETAIL
National Endowment for the Arts
Partnership Agreement Grant

Arts Agency _____ Partnership Agreement Grant # _____ Start Dote _____ End Date _____

Applicont Nome Applicont City Zip Cade	Stote	Sto Inst	Cang ADis PDisc	Type PDcpt ArtsEd	YthBen Individ Artists	GrRace PrjRoce	Request Award Spent	Expen Income In-Kind	BSG Shore Other NEA NEA Prag	SAA Share Other Shore ID#
Ellis P. Sharlaff			001	21	250		9870	12539	0	2000
Shell Horbor		01	14	00011	265	0001010	4000	12488	2000	0
99664-0001	AK	01	09C	01A	7	99	4000	631	PAE	01-AE365

METHODS FOR COLLECTING CODES

Circle the code that best describes your project:

09 Media Arts - General
- 09A Film
- 09B Audio
- 09C Video
- 09D Technolagy/Experimental

Check the code that best describes your project:

- ☐ Media Arts - General [09]
- ☐ Film [09A]
- ☐ Audia [09B]
- ☐ Videa [09C]
- ☐ Technalagy/Experimentol [09D]

Select the code from the list below that best describes your project. Enter the numeric code and letter (if applicable) in the boxes provided.

Major (numeric) code: ☐
Subcode (if applicable): ☐

09 Media Arts
- A Film
- B Audia
- C Videa
- D Technolagy/Experimentol

Hints

- There is no single "best" woy to collect Notionol Standard dato. Chaase the questionnoire formot that yau feel lends the most clority ond spoce efficiency ta the farms your ogency uses.
- When designing electranic opplication pages, help users ta select codes through pull-dawn menus or rodio buttons. Also consider integrating links ta definitians ond exomples.
- As spoce ollows, provide explonatary details that con prevent common coding mistakes. Yau might include o poge citotion for key definitians, ar include coding hints or examples olangside key terms.
- Remember thot subcodes ore encouroged, but aptianal.

ALTERNATIVE ACTIVITY TYPE GROUPINGS

Numeric Sequence

01 Acquisition
02 Audience Services
03 Fellowships
04 Artwork Creotion
05 Concert/Performonce/Reoding
06 Exhibition
07 Focility Construction/Mointenonce
08 Foir/Festivol
09 Identificotion/Documentotion
10 Orgonizotion Estoblishment
11 Operoting Support
12 Arts Instruction
13 Morketing
14 Professionol Support - Administrotive
15 Professionol Support - Artistic
16 Recording/Filming/Toping
17 Publicotion
18 Repoir/Restorotion/Conservotion
19 Reseorch/Plonning
20 School Residency
21 Other Residency
22 Seminor/Conference
23 Equipment Acquisition
24 Distribution of Art
25 Apprenticeship
26 Regronting
27 Tronslotion
28 Writing About Art
29 Professionol Development/Troining
30 Student Assessment
31 Curriculum Development/Implementotion
32 Stobilizotion/Endowment/Chollenge
33 Building Public Aworeness
34 Technicol Assistonce
35 Web Site/Internet Development
36 Broodcosting
99 None of the obove

Custom Groupings

Presentation
- Concert/Performonce/Reoding [05]
- Exhibition [06]
- Foir/Festivol [08]

Production
- Aword/Fellowship [03]
- Artwork Creotion [04]

Organizational Support
- Operoting Support [11]
- Orgonizotion Estoblishment [10]
- Professionol Support - Administrotive [14]
- Professionol Support - Artistic [15]
- Focility Construction/Mointenonce [07]
- Stobilizotion/Endowment/Chollenge [32]

Teaching/Learning
- Apprenticeship [25]
- School Residency [20]
- Other Residency [21]
- Arts Instruction [12]
- Curriculum Development/Implementotion [31]
- Student Assessment [30]
- Seminor/Conference [22]
- Technicol Assistonce [34]
- Professionol Development/Troining [29]

Distribution
- Distribution of Art [24]
- Publicotion [17]
- Web Site/Internet Development [35]
- Broodcosting [36]

Other
- Regronting [26]
- Audience Services [02]
- Reseorch/Plonning [19]
- Morketing [13]
- Building Public Aworeness [33]
- Identificotion/Documentotion [09]
- Recording/Filming/Toping [16]
- Repoir/Restorotion/Conservotion [18]
- Acquisition (ortwork/collections) [01]
- Equipment Acquisition [23]
- Tronslotion [27]
- Writing About Art [28]

None of the obove [99]

Hints for Creating Custom Groupings

- Place similar codes together in clusters, creating whatever groupings are meaningful to your local grantees and programs.
- Save space by striking any ineligible or non-funded codes from your list.
- Within groups, items my be organized in any way--alphabetically, by numeric sequence or by frequency of application.

ALTERNATIVE APPLICANT INSTITUTION GROUPINGS

Numeric Sequence

01 Individuol Artist
02 Individuol Non-Artist
03 Performing Group
04 Performing Group - College/University
05 Performing Group - Community
06 Performing Group - Youth
07 Performonce Focility
08 Art Museum
09 Other Museum
10 Gollery/Exhibit Spoce
11 Cinemo
12 Independent Press
13 Literory Mogozine
14 Foir/Festivol
15 Arts Center
16 Arts Council/Agency
17 Arts Service Orgonizotion
18 Union/Professionol Associotion
19 School District
20 Porent-Teocher Orgonizotion
21 Elementory School
22 Middle School
23 Secondory School
24 Vocotionol/Technicol School
25 Other School
26 College/University
27 Librory
28 Historicol Society
29 Humonities Council
30 Foundotion
31 Corporotion
32 Community Service Orgonizotion
33 Correctionol Institution
34 Heolth Core Focility
35 Religious Orgonizotion
36 Seniors' Center
37 Porks ond Recreotion
38 Government - Executive
39 Government - Judiciol
40 Government - Legislotive (House)
41 Government - Legislotive (Senote)
42 Medio - Periodicol
43 Medio - Doily Newspoper
44 Medio - Weekly Newspoper
45 Medio - Rodio
46 Medio - TV
47 Culturol Series Orgonizotion
48 School of the Arts
49 Arts Comp/Institute
50 Sociol Service Orgonizotion
51 Child Core Provider
99 None of the obove

Conceptual Groupings

Performing Groups
- Performing Group [03]
- Performing Group - College/University [04]
- Performing Group - Community [05]
- Performing Group - Youth [06]

Venues/Presenters
- Culturol Series Orgonizotion [47]
- Performonce Focility [07]
- Art Museum [08]
- Other Museum [09]
- Foir/Festivol [15]
- Gollery/Exhibit Spoce [10]
- Arts Center [15]
- Cinemo [11]

Councils/Service Groups
- Arts Council/Agency [16]
- Historicol Society [28]
- Humonities Council [29]
- Arts Service Orgonizotion [17]
- Union/Professionol Associotion [18]

Media
- Independent Press [12]
- Literory Mogozine [13]
- Medio - Periodicol [42]
- Medio - Doily Newspoper [43]
- Medio - Weekly Newspoper [44]
- Medio - Rodio [45]
- Medio - TV [46]

Educational Institutions
- School of the Arts [48]
- Arts Comp/Institute [49]
- School District [19]
- Porent-Teocher Orgonizotion [20]
- Elementory School [21]
- Middle School [22]
- Secondory School [23]
- Vocotionol/Technicol School [24]
- College/University [26]
- Other School [25]

Community Organizations
- Librory [27]
- Porks ond Recreotion [37]
- Sociol Service Orgonizotion [50]
- Community Service Orgonizotion [32]
- Religious Orgonizotion [35]
- Child Core Provider [51]
- Seniors' Center [36]
- Correctionol Institution [33]
- Heolth Core Focility [34]
- Foundotion [30]
- Corporotion [31]

Individuals
- Individuol Artist [01]
- Individuol Non-Artist [02]

Government
- Government - Executive [38]
- Government - Judiciol [39]
- Government - Legislotive/House [40]
- Government - Legislotive/Senote [41]

Other
- 99 None of the obove

ALTERNATIVE APPLICANT/PROJECT DISCIPLINE SEQUENCE

Numeric Sequence

01 Dance
- A Ballet
- B Ethnic/Jazz
- C Madern

02 Music
- A Band
- B Chamber
- C Charal
- D New
- E Ethnic
- F Jazz
- G Papular
- H Sala/Recital
- I Orchestral

03 Opera/Musical Theatre
- A Opera
- B Musical Theatre

04 Theatre
- A General
- B Mime
- D Puppet
- E Theatre far Yaung Audiences

05 Visual Arts
- A Experimental
- B Graphics
- D Painting
- F Sculpture

06 Design Arts
- A Architecture
- B Fashian
- C Graphic
- D Industrial
- E Interiar
- F Landscape Architecture
- G Urban/Metrapalitan

07 Crafts
- A Clay
- B Fiber
- C Glass
- D Leather
- E Metal
- F Paper
- G Plastic
- H Waad
- I Mixed Media

08 Phatagraphy

09 Media Arts
- A Film
- B Audia
- C Videa
- D Technalagy/Experimental

10 Literature
- A Fictian
- B Nan-Fictian
- C Playwriting
- D Paetry

11 Interdisciplinary

12 Falklife/Traditianal Arts
- A Falk/Traditianal Dance
- B Falk/Traditianal Music
- C Falk/Traditianal Crafts & Visual Arts
- D Oral Traditians (include falk/traditianal storytelling)

13 Humanities

14 Multidisciplinary

15 Nan-Arts/Nan-Humanities

Alphabetical Sequence

Crafts [07]
- A Clay
- B Fiber
- C Glass
- D Leather
- E Metal
- F Paper
- G Plastic
- H Waad
- I Mixed Media

Dance [01]
- A Ballet
- B Ethnic/Jazz
- C Madern

Design Arts [06]
- A Architecture
- B Fashian
- C Graphic
- D Industrial
- E Interiar
- F Landscape Architecture
- G Urban/Metrapalitan

Falklife/Traditianal Arts [12]
- A Falk/Traditianal Dance
- B Falk/Traditianal Music
- C Falk/Traditianal Crafts & Visual Arts
- D Oral Traditians (include falk/traditianal storytelling)

Humanities [13]

Interdisciplinary [11]

Literature [10]
- A Fictian
- B Nan-Fictian
- C Playwriting
- D Paetry

Media Arts [09]
- A Film
- B Audia
- C Videa
- D Technalagy/Experimental

Multidisciplinary [14]

Music [02]
- A Band
- B Chamber
- C Charal
- D New
- E Ethnic
- F Jazz
- G Papular
- H Sala/Recital
- I Orchestral

Opera/Musical Theatre [03]
- A Opera
- B Musical Theatre

Phatagraphy [08]

Theatre [04]
- A General
- B Mime
- D Puppet
- E Theatre far Yaung Audiences

Visual Arts [05]
- A Experimental
- B Graphics
- D Painting
- F Sculpture

Nan-Arts/Nan-Humanities [15]

SAMPLE RACE/ETHNICITY DATA COLLECTION FORM

Consider introducing these questions with a statement that explains why the data is collected and how it will (or will not) be used. Note that many states choose to collect this data at the post-award stage—at the time when approved grant contracts are signed or when final reports are received.

You may use additional language to clarify the principal race/ethnicity categories. For instance, you may mention Chicana, Cuban or Puerto Rican as part of the Hispanic/Latina category label, or Chinese, Korean or Vietnamese as part of the Asian category label. Just remember that all data reported back to the NEA and NASAA needs to follow the National Standard coding conventions described on pages 14 through 16.

Race/Ethnicity Data Collection Form

This data, part of the National Standard for Arts Information Exchange, is a federal reporting requirement that helps the National Endowment for the Arts and state arts agencies with their accountability reporting and planning needs. This information is used for research and analysis only, and is not part of the state arts agency grant decision-making process.

GRANTEE RACE

For INDIVIDUALS only

Please choose the code(s) below that best represent(s) your race/ethnicity. Check all that apply.

- ☐ A Asian
- ☐ B Black/African American
- ☐ H Hispanic/Latina
- ☐ N American Indian/Alaska Native
- ☐ P Native Hawaiian/Pacific Islander
- ☐ W White

For ORGANIZATIONS only

Using the list below, check the one code that best represents 50 percent or more of your staff or board or membership (not audience).

- ☐ A Asian
- ☐ B Black/African American
- ☐ N American Indian/Alaska Native
- ☐ H Hispanic/Latina
- ☐ P Native Hawaiian/Pacific Islander
- ☐ W White
- ☐ 99 No single group

PROJECT RACE

If the majority of the grant activities are intended to involve or act as a clear expression or representation of the cultural traditions of one particular group, or deliver services to a designated population listed below, choose that group's code from the list. If the grant or activity is not designed to represent or reach any one particular group, choose "99."

- ☐ A Asian individuals
- ☐ B Black/African American individuals
- ☐ H Hispanic/Latina individuals
- ☐ N American Indian/Alaska Native individuals
- ☐ P Native Hawaiian/Pacific Islander individuals
- ☐ W White individuals
- ☐ 99 No single group

The approach to the left is a simple and space-efficient solution, but many federal agencies use a compound question format:

Are you Hispanic/Latino?
- ☐ Yes
- ☐ No

What is your race? (Mark all that apply)
- ☐ A Asian
- ☐ B Black/African American
- ☐ N American Indian/Alaska Native
- ☐ P Native Hawaiian/Pacific Islander
- ☐ W White

The questions about organizations may be removed from any forms that are used exclusively by artists (and vice versa).

SAMPLE PROJECT DESCRIPTORS DATA COLLECTION FORM

Use this sample os o point of deporture for integroting the roce/ethnicity reporting requirements into your gront opplication moteriols. You moy copy the form exoctly, or modify it os necessory to suit your ogency's doto collection needs. See poges 10-12 for informotion on optionol codes ond methods for occommodoting multiple selections in your dotobose.

Nate thot same of the encouroged/optional proiect descriptar categaries hove been integrated here. On the opplicotion form itself, they may be placed alphabetically ar at the end of your list. But when reporting the informotian to NASAA, fallaw the instructians on poge 24.

Project Descriptors

Check which, if any, af the descriptors below comprise o significant portian (50 percent ar mare) of yaur grant's resources/activities. Mark all that apply. If nane apply (ar if the below descriptors apply ta a small ar indeterminate portion af your grant activities) leave all items blank.

See the "Guidelines Glassory, Poge 99." for definitians.

- ☐ Accessibility [A]
- ☐ International [I]
- ☐ Presenting/Touring [P]
- ☐ Technology [T]
- ☐ Yauth at Risk [Y]
- ☐ Older Adults [O]
- ☐ Heolth/Heoling [H]

Integrote the definitions on yaur opplicotion farm itself, or refer ta o separate saurce where definitians may be found.

National Standard "Cheat Sheet"

Applicant Status
01 Individuol
02 Organization - Non-Profit
03 Orgonization - Profit
04 Government - Federol
05 Government - Stote
06 Government - Regionol
07 Government - County
08 Government - Municipol
09 Government - Tribol
99 None of the obove

Type of Activity
01 Acquisition
02 Audience Services
03 Fellowships
04 Artwork Creation
05 Concert/Performonce/Reoding
06 Exhibition
07 Facility Construction/Mointenonce
08 Foir/Festival
09 Identificotion/Documentotion
10 Organizotion Estoblishment
11 Operating Support
12 Arts Instruction
13 Morketing
14 Professionol Support - Administrotive
15 Professionol Support - Artistic
16 Recording/Filming/Toping
17 Publicotion
18 Repoir/Restoration/Conservotion
19 Reseorch/Plonning
20 School Residency
21 Other Residency
22 Seminar/Conference
23 Equipment Acquisition
24 Distribution of Art
25 Apprenticeship
26 Regronting
27 Tronslotion
28 Writing About Art
29 Professionol Development/Troining
30 Student Assessment
31 Curriculum Development/Implementation
32 Stobilizotion/Endowment/Challenge
33 Building Public Aworeness
34 Technicol Assistonce
35 Web Site/Internet Development
36 Broodcosting
99 None of the obove

Applicant Institution
01 Individuol Artist
02 Individuol Non-Artist
03 Performing Group
04 Performing Group - College/University
05 Performing Group - Community
06 Performing Group - Youth
07 Performonce Facility
08 Art Museum
09 Other Museum
10 Gollery/Exhibit Spoce
11 Cinemo
12 Independent Press
13 Literory Mogozine
14 Foir/Festivol
15 Arts Center
16 Arts Council/Agency
17 Arts Service Orgonization
18 Union/Professionol Associotion
19 School District
20 Porent-Teocher Orgonization
21 Elementory School
22 Middle School
23 Secondary School
24 Vocationol/Technicol School
25 Other School
26 College/University
27 Library
28 Historicol Society
29 Humanities Council
30 Foundation
31 Corporation
32 Community Service Orgonizotion
33 Correctional Institution
34 Heolth Core Focility
35 Religious Orgonization
36 Seniors' Center
37 Porks ond Recreotion
38 Government - Executive
39 Government - Judiciol
40 Government - Legislotive (House)
41 Government - Legislotive (Senote)
42 Medio - Periodicol
43 Medio - Doily Newspoper
44 Medio - Weekly Newspoper
45 Medio - Rodio
46 Media - TV
47 Culturol Series Organizotion
48 School of the Arts
49 Arts Comp/Institute
50 Social Service Organizotion
51 Child Core Provider
99 None of the above

Disciplines (Applicant & Project)
01 Dance
- A Bollet
- B Ethnic/Jazz
- C Modern

02 Music
- A Bond
- B Chamber
- C Choral
- D New
- E Ethnic
- F Jazz
- G Populor
- H Solo/Recitol
- I Orchestral

03 Opero/Musicol Theatre
- A Opero
- B Musicol Theotre

04 Theotre
- A Generol
- B Mime
- D Puppet
- E Theotre for Young Audiences

05 Visual Arts
- A Experimentol
- B Grophics
- D Pointing
- F Sculpture

06 Design Arts
- A Architecture
- B Fashion
- C Grophic
- D Industriol
- E Interior
- F Landscope Architecture
- G Urbon/Metropoliton

07 Crofts
- A Cloy
- B Fiber
- C Gloss
- D Leather
- E Metal
- F Paper
- G Plostic
- H Wood
- I Mixed Medio

08 Photogrophy
09 Media Arts
- A Film
- B Audio
- C Video
- D Technology/Experimental

10 Literoture
- A Fiction
- B Non-Fiction
- C Ploywriting
- D Poetry

Disciplines (Continued)
11 Interdisciplinory
12 Folklife/Traditionol Arts
- A Folk/Traditionol Dance
- B Folk/Traditional Music
- C Folk/Troditional Crafts & Visuol Arts
- D Oral Troditions (include folk/ troditionol storytelling)

13 Humonities
14 Multidisciplinary
15 Non-Arts/Non-Humanities

Arts Education
01 50% or more of project octivities ore orts educotion directed to:
- A K-12
- B Higher Educotion
- C Pre-kindergorten
- D Adult Leorners

02 Less thon 50% of project activities are orts education directed to:
- A K-12
- B Higher Educotion
- C Pre-kindergorten
- D Adult Leorners

99 No arts educotion

Project Descriptors
- A Accessibility
- I Internotionol
- P Presenting/Touring
- T Technology
- Y Youth ot Risk

Grantee Race
- A Asion
- B Block/African Americon
- H Hispanic/Lotino
- N American Indion/Alosko Notive
- P Native Howoiion/Pocific Islonder
- W White
- 99 No single group (organizations only)

Project Race
- A Asion
- B Block/Africon Americon
- H Hisponic/Lotino
- N American Indion/Alasko Notive
- P Notive Howoiion/Pocific Islander
- W White
- 99 No single group

The National Assembly of State Arts Agencies (NASAA) is the membership organizations of the nation's state and jurisdictional arts agencies (including American Samoa, District of Columbia, Guam, the Northern Marianas, Puerto Rico and the U.S. Virgin Islands).

NASAA's mission is to advance and promote a meaningful role for the arts in the lives of individuals, families and communities throughout the United States. We empower state arts agencies through strategic assistance that fosters leadership, enhances planning and decision making, and increases resources.

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